

# Unit Planning Guide: Grade \_K\_ Unit \_3\_ of \_8\_

Unit Title: The Great Communicator	Pacing (Duration of Unit): 4 weeks
Grade: Kindergarten	Buffer Day(s): 3

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Through read aloud, develop the habit of reading for enjoyment

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

#### Standards (Priority Standards in bold):

- **RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.2a Recognize and produce rhyming words.
- **W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., **My favorite book is . . .**).
- W.K.8 With guidance and support from adults, recall information from experiences
- **L.1e** Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- **L.K.1d** Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **L.K.1a** Print many upper- and lowercase letters.
- **RF.K.1d** Recognize and name all upper- and lowercase letters of the alphabet.
- **RF.K3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

#### WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

- **RL.K.10** Actively engage in group reading activities with purpose and understanding.
  - **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- \*These standards are taught throughout the year**
- **SL.K.1a \*** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion.
  - **L.K.1\*** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - **L.K.1b\*** Use frequently occurring nouns and verbs.
  - **L.K.6 \*** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
  - **RL.K.4\*** Ask and answer questions about unknown words in a text.
  - **RL.K.10\*** Actively engage in group reading activities with purpose and understanding.
  - **RI.K.4\*** With prompting and support, ask and answer questions about unknown words in a text.
  - **RI.K.10\*** Actively engage in group reading activities with purpose and understanding.

**Meaning (\*Mostly assessed through Performance Tasks/Assessments)**

**Big Ideas:**

- Speaking, writing, and drawing are ways to tell a story and express ideas
- Discussing ideas helps us tell stories
- Sentences are made up of words, words are made up of letters, and letters represent sounds.
- High-frequency words are in most sentences

**Essential Questions:**

- How do we get an idea for a story?
- How can you express your ideas?
- Why is it important to pay attention to the details in stories that you hear?
- What does a sentence look like?
- What is a high-frequency word?

Acquisition (*Mostly assessed through traditional summative assessments)	
<p><b>Knowledge:</b> Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>• there are different forms of communication</li> <li>• that the strategy of retelling provides information from stories or text</li> <li>• what a letter, word, and sentence looks like</li> </ul> <p><b>Key Academic Vocabulary -</b></p> <ul style="list-style-type: none"> <li>• conversation</li> <li>• communicate</li> <li>• express</li> <li>• attention</li> <li>• details</li> <li>• retell</li> <li>• high-frequency word</li> </ul>	<p><b>Skills:</b> The discrete skills and process students should be able to use independently (<u>Bloom's Level of Learning should be noted in parentheses.</u>)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> <li>• expressing their ideas (application)</li> <li>• recalling important information and details from a story (comprehension)</li> <li>• identifying words within a spoken and written sentence (Knowledge)</li> <li>• identifying letters and sounds within a spoken and written word (knowledge)</li> </ul>